DOCUMENT RESUME

ED 289 984 CE 049 258

TITLE Empowering the CBE Practitioner. Proceedings of the Annual CBAE National Conference (11th, Washington, D.C., October 20-21, 1987).

INSTITUTION American Association for Adult and Continuing Education, Washington, DC. Adult Competency Education Unit.

PUB DATE Oct 87
NOTE 46p.
PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Adult Education; *Competency Based Education; Corporate Education; Educational History; *Educational Legislation; Federal Legislation; High Risk Students; Postsecondary Education; *Program Development; *Program Implementation; Refugees; Staff Development; Statewide Planning

ABSTRACT

These proceedings include a brief overview of the 11th Competency-Based Adult Education (CBAE) Conference along with the texts of the following conference presentations: "National Legislative Update" (Patricia M. Keeton); "Adult School/High-Risk Youth Connection--Is There One?" (Joellen Bruce); "Overview of Adult ESL Programs: A National Perspective" (Joyce Fowlkes Campbell); "Northern Virginia/Metro Refugee Training Program" (Inaam Mansoor, Beverly Brewer Irons, Peter Neal, Hayib Sosseh); "Maryland Adult Performance Program (Project MAPP) Implementation Plan" (Lynne Weller, Patricia M. Keeton); "ABE Statewide Staff Development Programs: Analysis of Program Dimension, Characteristics, and Contextual Factors" (Judith Crocker); "Adult Education in Business and Industry" (Judith Alamprese); "History of CBAE: Part One" (John Boulmetis); and "Voyage of the C-Beagle" (John Boulmetis). A conference agenda is also included. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED289984

ACE UNIT

PROCEEDINGS OF THE

ELEVENTH ANNUAL CBAE NATIONAL CONFERENCE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"EMPOWERING THE CBE PRACTITIONER"

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Parker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DUPONT PLAZA HOTEL
WASHINGTON, DC

OCTOBER 20-21, 1987

Sponsored by the
Adult Competency Education Unit / AAACE

CE049258

BEST COPY AVAILABLE

CONTENTS

I The Conference.....Page 1

II Conference Papers on: .....Page 2

National Legislation

Adult Secondary Education

Adult ESL Programs

Applied Basic & Life Skills

Innovative Staff Development

Adult Education in Business & Industry

III The History of CBAE - Part 1.....Page 29

IV Conference Program.....Page 37

The 11th CBAE Conference, "Empowering the CBE Practitioner", consisted of four distinct phases. Adult educators from 30 states plus Canada and England participated in five seminars, a general session, an in-service activity, and our annual ACE business meeting. Thirty ACE leaders served as seminar presenters and facilitators. The seminar format allowed almost as much time for discussion as for presentation, and drew overwhelmingly favorable comments from participants.

The first-ever ACE Awards Dinner, at Trader Vic's, was an opportunity to unwind and enjoy each other's company. Two awards for CBAE Program Development were presented to Betty Singer of Brevard Community College, FL and Lynne Weller of Harford Community College, MD. Both manage outstanding statewide 310 projects. John Boulmetis recreated the "History of CBAE" with a witty and humourous monolog.

The ACE Unit again sponsored a booth in the AAACE Conference exhibit area, the only unit to do so. Thanks California. Five projects conducted presentations at the booth. A "CBAE Video Show" was also featured.

The AAACE Conference included 18 sessions sponsored by the ACE Unit. These sessions allowed CB educators an opportunity to share beliefs and successes with adult education colleagues from around the nation and the world.

Finally, I would like to say "Thanks" to all those wonderful folks who helped make our conference a success. And a double thanks to my conference committee: Judy Alamprese, Janice Falls, Florence Harvey, and Patty Keeton. And to Ron Lemay and Steck-Vaughn Co. for supplying the conference folders.

The 12th National CBAE Conference will be held in Tulsa, OK on November 1 - 2, 1988, prior to the AAACE Conference. For information about the 1988 Conference or the ACE Unit, please contact Jim Parker, 26-B Ridge Road, Greenbelt, MD 20770.

James Parker
Chairperson, ACE Unit

NATIONAL LEGISLATIVE UPDATE

By Patricia M. Keeton

"The principal education concerns of the 100th Congress are the reauthorization of the major Federal elementary and secondary education programs, initiation of new programs, and determination of annual funding levels for Department of Education programs. The Congress is actively considering other issues as well, which include the relationship between education and the U.S.'s strength in international trade and technology competition, civil rights requirements for participation in specific Federal programs; adult literacy, high school drop-outs, and incentives for education reform." (1)

While there are many options and legislative proposals that are now being considered in the committees of the 100th Congress, only a brief summary of the major programs and funding legislation actively being considered is presented here.

The omnibus bill "H.R. 5, School Improvement Act of 1987, as passed by the House, provides for the reauthorization of most elementary and secondary programs...", including the Adult Education Act.

The Adult Education Act is Title IX of H.P. 5 and has been amended to include some of the following changes:

1. Definition now includes: "Educationally disadvantaged adult" means an adult who demonstrates the basic skills equivalent to or less than those of students at the fifth level, or who has been placed in the lowest competency level of an adult education program.

2. Current law allows up to 5% for national programs if appropriations exceed 112 million. The percentage now is decreased to 3% and is available after $108 million is reached.

   There are seven (7) required program priorities. The Secretary is required to: (1) make discretionary grants to State and local educational agencies to support adult education programs to meet the special needs of migrant farmworkers and immigrants; (2) help States evaluate the progress of adult education programs toward meeting the objectives of the AEA; (3) determine the criteria for defining illiteracy, within 2 years of enactment of the 1987 amendments; (4) report every 4 years on the status of illiteracy and adult education in the Nation; (5) report every 3 years on the evaluations of adult education programs; (6) make discretionary grants to State and local educational agencies to support programs designed to train adult volunteers, especially the elderly, who wish to tutor in local adult education programs; (7) conduct a study of Federal sources of funding for adult education and literacy programs, jointly conducted with the Secretary of Health and Human Services. (No specific appropriations are authorized for these activities.)

3. The Federal share is currently 90% of the cost of the State programs. H.R. 5 continues the 90% in FY 88, but then changes to 87% in FY 89, 83% in FY 1990, and 80% in '91 through '93.

4. No more than 5% of each state grant (or $50,000) whichever is

greater, may be spent for the administration at State level (includes program evaluation and State advisory council). No more than 5% of each grant to locals may be spent for planning, administration, personnel development, and interagency coordination.

5. Each state is now permitted to spend up 10% to support Private Sector programs to provide literacy and basic skills to employed persons, for the purpose of improving productivity of the workforce.

H.R. 5 also authorizes an "even start" program for adult literacy for parents and their children. This would be a separate program under Chapter I. Formula grants would be allocated to states in proportion to Chapter I basic grants. Fifty million dollars has been appropriated and 3% is set aside for migrant programs. Funds would be used for joint education of children aged 1 to 7 and parents eligible under the AEA. Funds may be used for staff training.

The Senate version is S-373 and is also an omnibus bill which has been reported on by sub-committee and should now be taken up by the Labor and Human Resources Comittee. The Senate should act on it soon. From committee it will move to the Senate Floor where ammendments may be added. After the Senate passes it, it will go to conference where a Senate/House Compromise will be reached. Once that is passed, it goes to the President.

Senate version includes some of the following provisions:

1. repeal of the National Advisory Board
2. minimum of 10% of the state A.E. grant must be spent on institutionalized adults
3. 5% State and Local caps on administration.

FY 87 appropriations includes 106 million dollars for the AEA, 6.7 million for literacy education under the Homeless Act and 5 million to the libraries.

FY 88 appropriations in H.R. 5 equal 120 million for the AEA, 10 million for the homeless and 5 million for the Library/Literacy programs. However, if Graham-Rudmaan returns, then OMB will decide what must be reduced. There is a chance for an across the board reduction of 9% for all discretionary programs.

American Trade Competitiveness (Issues Brief #1B87134)

Programs to improve the competitiveness of American workers in international trade are currently an issue before Congress. The House and Senate passed different versions of the omnibus trade bill, H.R. 3. Each version contains education provisions that would establish education and training programs to improve the competitiveness of American workers in international trade. These programs are intended to strengthen the competitiveness of domestic industry and assist in the improvement of postsecondary instruction.

H.R. 3 (House version)

Trade and International Economic Policy Reform Act of 1987. Title IV is the Education and Training Competitiveness Act of 1987. Subtitle A (Education for American Competitiveness) of Title IV consists of 13 chapters for education programs and activities that would be administered by the Department of Education, with a total authorization of about $500 million for FY 88. Subtitle B (Worker Readjustment) of Title IV would be administered by the Department of Labor. FY 88 authorization for subtitle B activities would be $980 million for worker readjustment programs, $50 million for State job bank systems, and $5 million for research and evaluation studies.

Under subtitle A of Title IV, the following programs would be authorized for FY 88: $50 million in State formula grants for partnership workplace literacy training programs; $50 million for English literacy program grants to States; $2 million for coordination of literacy programs; $10 million for cost-sharing grants to pay the Federal share of the design, development, and construction, including renovation, of nine model, regional advanced telecommunications network and technology resource centers; a requirement that the National Diffusion Network gather and disseminate information on innovative programs related to development of technical skills, development of higher skills related to job dislocation, acquisition of basic literacy skills, and private and public partnership programs; $50 million in grants to States for adult training, retraining, and employment development; $50 million for industry-education partnerships for high technology training; $2 million for a demonstration program for technological literacy; and $14 million for graduate training programs under the Higher Education Act. All subtitle A authorizations would be for FY 88 with "such sums as may be necessary" for either 3 or 5 subsequent years.

H.R. 3 (Senate version)

Omnibus Trade and Competitiveness Act of 1987. The Senate amendment includes 10 education titles (23-32) as an amended version of the Education for a Competitive America Act (S. 406, S. Rept. 100-73). These education activities would be authorized at $975 million in FY 88.

Authorizations of $20 million are provided for demonstration partnership programs among educational agencies, Federal agencies, and private sector organizations; $5 million for training technology transfer programs from Federal agencies to the private and industrial workers; $5 million for scholarships for minority graduate students; $50 million for school drop-out prevention demonstration programs; $16 million for adult literacy and secondary school technology education programs; and $25 million for adult training in high-technology occupations.

H.R. 3 passed the Senate, July 21, 1987.

Federal Legislation on Dropouts

Current Legislation Activity Concerning High School Dropouts

Federal legislative activity on high school dropouts is occuring on three different fronts. There is legislation to authorize new categorical grants for dropout prevention and reentry demonstration programs. There is legislation for States to permit, or even require, certain welfare recipients who are not high school graduates to enroll in education programs instead of mandatory work or job-training. Finally, legislation is being considered to allow local areas to use Job Training Partnership Act (JTPA) Summer Youth Program funds for year-round basic and remedial education for teenage recipients of Aid to Families with Dependent Children (AFDC).

New grants for dropout prevention and reentry demonstration programs would be authorized by H.R. 5, the School Improvement Act of 1987. H.R. 5 would also require the Department of Education to develop a methodology for measuring dropout and retention rates and to report on what they were on March 30 each year.

Grants for dropout prevention and reentry programs would also be authorized by H.R. 3, the Omnibus Trade and Competitiveness Act of 1987. Under H.R. 3, as amended by the Senate, 25% of the funds would be alloted to educational partnerships of local educational agencies, businesses or community organizations, and colleges and other institutions and agencies. H.R. 3 as amended by the Senate would also authorize new secondary school basic skills programs and a number of other education programs.

New education opportunities for welfare recipients would be authorized by H.R. 1720, the Family Welfare Reform Act of 1987. This legislation reported by the House Committee on Ways and Means on June 17, by the Committee on Education and Labor on July 15, and by the Committee on Energy and Commerce on July 21, 1987 would replace the AFDC program with a Family Support Program (FSP) that among other things requires States to establish an education, training, and work program (NETWORK) for recipients 16 years of age and over (with the exception of people who were ill, pregnant, needed to care for others, etc.) Recipients who have not completed high school must be given the opportunity to participate in education programs instead of mandatory work or job-training.

The Administration's welfare reform legislation, the Greater Opportunities through Work Act of 1987 (GROW), would also give welfare recipients who have not completed high school (with certain exceptions) the opportunity to participate in education programs in lieu of mandatory work or job-training. However, GROW would require some recipients under 19 years of age (principally teenage mothers and dependent children over 15 years of age) to participate in programs leading toward a diploma as a condition of maintaining eligibility. At their option, States could also require recipients who were 19 or older to do so.

The Department of Labor proposed in its FY 88 budget request that local areas receiving JTPA Summer Youth Program funds be given the option of providing year-round basic and remedial education to teenage AFDC recipients.

(1) "Education: Federal Concerns." Issues Brief: IB87151. Evans, Angela and Gregory, Wava. Education and Welfare Division. Updated September 30, 1987.

Presentation by
Joellen Bruce

ADULT SCHOOL/HIGH RISK YOUTH CONNECTION....IS THERE ONE?

Adult schools that operate within the public school system have traditionally spanned the gap between "back to basics" education and the currently touted "educational excellence" movement. For years, adult schools have provided basic skills instruction to adults, those who are badly out of step with "normal" educational progress.

Now legislative bodies are taking a hard look at those who are of school age but are "out of step" educationally and may have, in fact, already dropped out of the system. The drop-outs have been coming to Adult Ed programs for years, soon after leaving the system or even years later.

Let's look at those who have not yet dropped out. Those we call, "At Risk". Their profiles are well known: several grades behind in basic skills, behind in credits toward graduation, alienated from school activities, poor attendance patterns, possibly from broken homes or disfunctional family situations. Often these young people are from poverty level homes, but not always. Many potential drop-outs are from middle and upper level income situations. Alienation is probably the one greatest common denominator.

Adult school programs only indirectly help with the alienation problem but we CAN directly help the students who are short on credits or weak in basic skills. This takes direct involvement with the school district, the high school counselors and teaching staffs from both the adult school and the district school. Cooperative efforts are sometimes slow in developing but when they do, the effort can only be of benefit the student.

I have seen two high school programs work this out: They both have high ratios of Hispanic students, many non-English speaking students and even more non-English speaking parents. Both programs have Boards of Trustees committed to raising graduation standards and both programs had been offering Adult High School Diploma courses to adults in the community for years.

The programs differ in that in one program the district contract teachers will not allow the adult school to run programs during their contract hours. Consequently, classes are run at the school site, after school hours. In the other program a learning center is run by the adult school on the high school campus. Each condition has its pros and cons, but each condition is usable. Both programs provide students with an opportunity to receive tutoring in basic skills, to earn credits in courses they have failed, and eventually to graduate with their class.

AN OVERVIEW OF ADULT ESL PROGRAMS: A

NATIONAL PERSPECTIVE

BY

Joyce Fowlkes Campbell
Education Program Specialist
Division of Adult Education
Washington, D.C. 20202

October 1987

I AM PLEASED TO HAVE THE OPPORTUNITY TO SPEAK TO YOU TODAY ABOUT HOW STATES ARE SERVING PERSONS WITH LITTLE OR NO ENGLISH LANGUAGE SKILLS UNDER THE FEDERALLLY FUNDED ADULT EDUCATION PROGRAM. MY PRESENTATION WILL FOCUS ON (1) THE INCREASE IN THE NUMBER OF LIMITED ENGLISH PROFICIENT PERSONS ENROLLED IN ESL CLASSES, (2) THE INSTRUCTIONAL AND SUPPORT SERVICES AVAILABLE TO THEM, AND (3) THE STATES' PROJECTIONS ON HOW BEST TO MEET THE NEEDS OF THIS POPULATION.

FIRST, THE TOTAL NUMBER OF LEP ADULTS ENROLLED IN ESL CLASSES HAS RISEN FROM 22 PERCENT IN 1978 TO 41 PERCENT IN 1986. (SEE CHART #1). IN FACT, THERE ARE TEN STATES AND TERRITORIES WHERE THE ESL ENROLLMENT EXCEEDS 48 PERCENT OF THE STATE'S TOTAL ABE ENROLLMENT (SEE CHART #2).

AS YOU CAN SEE FROM THE ESL PERCENTAGE OF ABE ENROLLMENT FOR PROGRAM YEAR 1985-86, MOST OF THESE INDIVIDUALS ARE HISPANICS AND ASIANS WHO LIVE IN THE WESTERN AND SOUTHERN REGIONS OF THE COUNTRY (SEE CHART #3). IT SHOULD BE NOTED THAT IN 78, ESL PARTICIPANTS CONSTITUTED 32% OF THE TOTAL NUMBER OF ABE STUDENTS AS COMPARED T O 57% IN 1986. TEXAS, NEW MEXICO, NEW JERSEY, COLORADO, AND OREGON REPORT THAT OVER HALF OF THEIR ESL PARTICIPANTS ARE HISPANICS WHILE WEST VIRGINIA, MAINE, WASHINGTON, WISCONSIN, IOWA, AND DELAWARE REPORT THAT MORE THAN HALF OF THEIR ESL PARTICIPANTS ARE ASIANS.

SECOND, WHAT KIND OF INSTRUCTIONAL PROGRAMS ARE BEING OFFERED TO INDIVIDUALS WHOSE NATIVE LANGUAGE IS OTHER THAN ENGLISH? FOUR PROGRAM CATEGORIES ARE COMMONLY BEING OFFERED IN ADULT ESL PROGRAMS AND THEY INCLUDE:

- o ESL LITERACY - TEACHES THE BASIC SKILL OF READING, WRITING, AND COMPUTATION.

- o SURVIVAL ENGLISH - FOCUSES ON THE SKILLS NEEDED FOR BASIC SURVIVAL AND DAILY LIVING IN THE UNITED STATES.

- o PRE-VOCATIONAL ESL - TEACHES ENGLISH LANGUAGE SKILLS REQUIRED TO GET AND KEEP A JOB.

- o ACADEMIC - CENTERS ON SUBJECT MATTER CONTENT AND ENGLISH USAGE.

TEACHERS GENERALLY FAVOR SMALL GROUP INSTRUCTION IN THE CLASSROOM AS OPPOSED TO INDIVIDUALIZED INSTRUCTION. IN MANY LOCAL ADULT ESL PROGRAMS, THE CURRICULUM IS BASED ON LIFE SKILL COMPETENCIES (COMMUNITY RESOURCES, CONSUMER ECONOMICS, GOVERNMENT AND LAW) THAT PROVIDE FOR THE APPLICATION OF LANGUAGE SKILLS TO REAL LIFE SITUATIONS USING A COMMUNICATIVE APPROACH. SOME PROGRAMS REFER TO THIS KIND OF CURRICULUM AS BEING COMPETENCY BASED.

HOW AVAILABLE ARE SUPPORT SERVICES TO THIS POPULATION? IN MOST URBAN AREAS, THE AVAILABILITY OF SUPPORT SERVICES VARY FROM ONE SITE TO ANOTHER. CHILD CARE, TRANSPORTATION, AND MEDICAL SERVICES ARE THE LEAST AVAILABLE AND PERSONAL COUNSELING AND PLACEMENT ASSISTANCE SERVICES ARE THE MOST AVAILABLE SUPPORT SERVICES. TRANSPORTATION, PERSONAL AND PLACEMENT ASSISTANCE, AND CHILD CARE SERVICES BY HALF OF THE STATES IN AT LEAST ONE LOCATION WITHIN A STATE.

IN RURAL AREAS, THERE ARE SIMILAR PROBLEMS SUCH AS THE LACK OF TRANSPORTATION SERVICES, TRAINED ESL TEACHERS, CONVENIENT LOCATIONS, FLEXIBLE SCHEDULING, AND STUDENTS TO SUPPORT INSTRUCTION AND COURSE COSTS.

NOW THAT WE HAVE TALKED ABOUT PROGRAMS AND SUPPORT SERVICES, LET'S TAKE A FEW MINUTES TO SEE WHAT SOME OF THE ISSUES AND TRENDS ARE IN SERVING THIS POPULATION? THE STATES OUTLINED THREE MAJOR ISSUES: THE LACK OF ADEQUATE FUNDING FOR ESL PROGRAMS, THE FEAR OF LOSING QUALIFIED PART-TIME TEACHERS TO FULL-TIME EMPLOYMENT OPPORTUNITIES,

AND THE NEED TO PROVIDE BASIC SURVIVAL SKILLS IN ADDITION TO LITERACY TRAINING. HOW THESE STATES RESPOND TO THESE ISSUES WILL DEPEND ON THEIR DEMAND FOR ESL CLASSES.

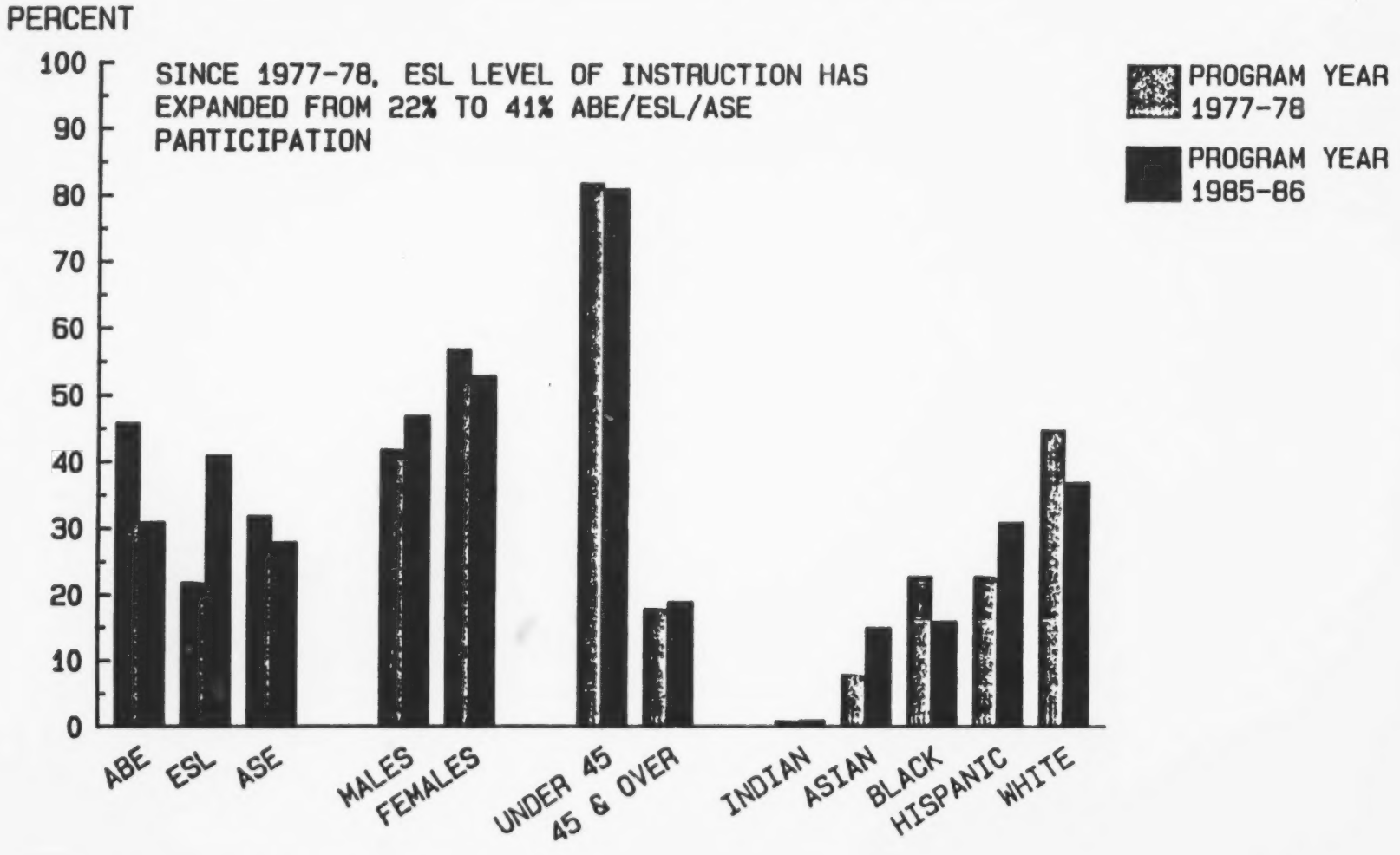
BECAUSE OF THE VARIOUS NEEDS OF STUDENTS, THE VARIETY OF LANGUAGE GROUPS SERVED, THE IN FLOW OF THE REFUGEE POPULATIONS, STATE WELFARE LEGISLATION, AND THE IMPLEMENTATION OF THE IMMIGRATION REFORM AND CONTROL BILL, IT IS DIFFICULT TO ANTICIPATE TRENDS. HOWEVER, STATES HAVE MADE SOME PROJECTIONS: THEY PROJECT THAT THERE WILL BE:

- AN INCREASE IN THE NUMBER OF LEP STUDENTS SERVED IN THE ADULT EDUCATION PROGRAMS, ESPECIALLY IN CITIZENSHIP CLASSES
- A GREATER DEMAND FOR VOCATIONAL, WORKPLACE, OR OCCUPATIONAL ESL INSTRUCTION
- MORE FOCUS ON COMMUNICATIVE COMPETENCE
- AN INCREASE IN THE USE OF TECHNOLOGY, AND COMPUTER SOFTWARE
- A SHORTAGE OF QUALIFIED ESL TEACHERS
- AN INCREASE IN THE USE OF TRAINED OR CERTIFIED VOLUNTEERS, AND
- MORE FOCUS ON TEACHER TRAINING FOR ADULT ESL TEACHERS.

IN SUMMARY, STUDENT ENROLLMENT IN ADULT ESL PROGRAMS WILL PROBABLY CONTINUE TO INCREASE IN THOSE STATES THAT HAVE A HIGH PERCENTAGE OF LIMITED ENGLISH PROFICIENT ADULTS, INSTRUCTION WILL CONTINUE TO EMPHASIZE COMMUNICATIVE COMPETENCE, AND SUPPORT SERVICES WILL CONTINUE TO VARY FROM SITE TO SITE. WE HAVE THE CHALLENGE OF IMPROVING AND EXPANDING INSTRUCTION AND SERVICES TO LEP ADULTS DESPITE THE MINIMAL AVAILABILITY OF RESOURCES. ARE YOU WILLING TO ACCEPT THIS CHALLENGE?

CHART I

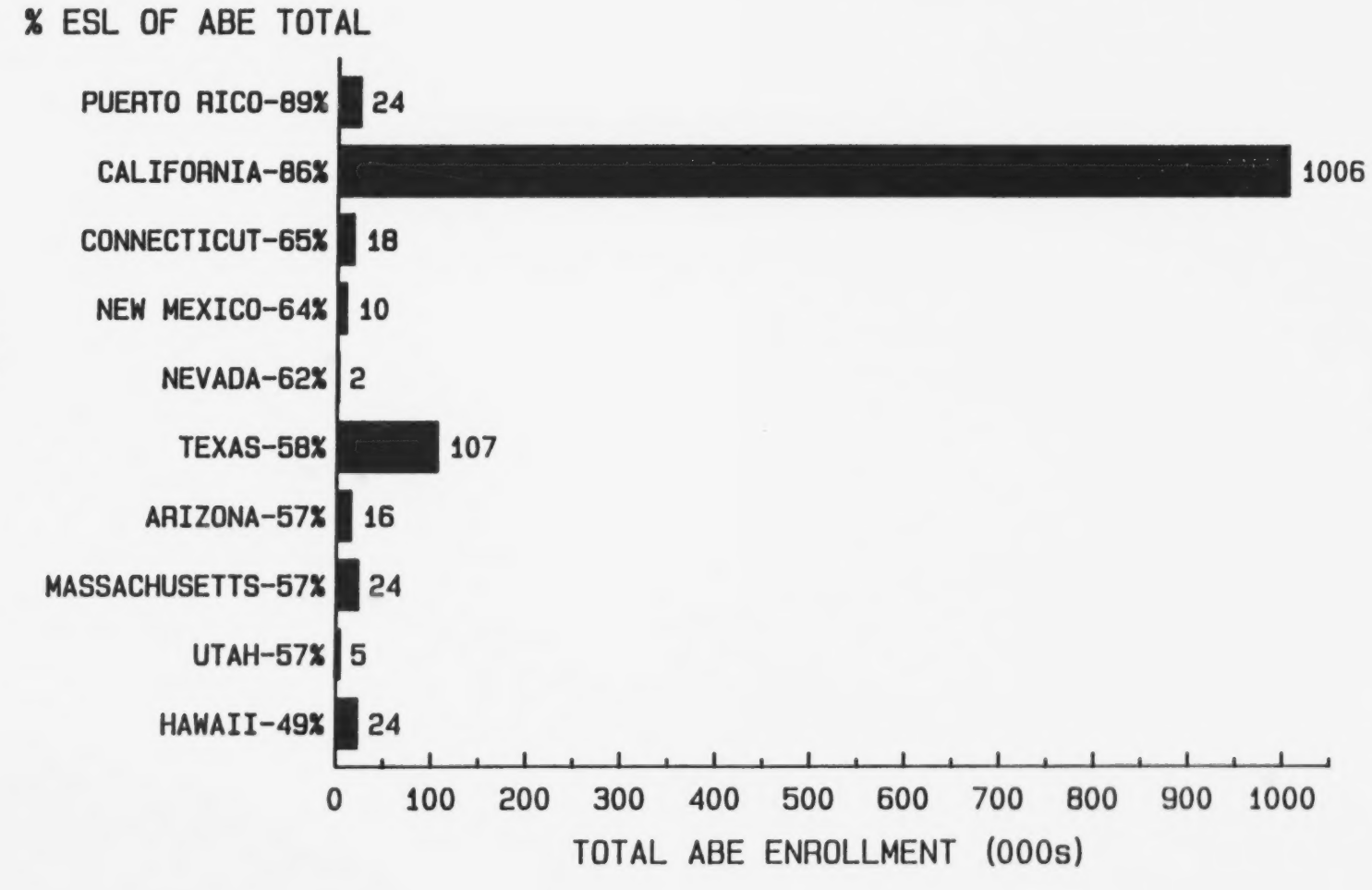
DISTRIBUTION ABE/ESL/ASE ENROLLMENTS PROGRAM YEARS 1977-78 & 1985-86



SOURCE: DIVISION OF ADULT EDUCATION

CHART 2

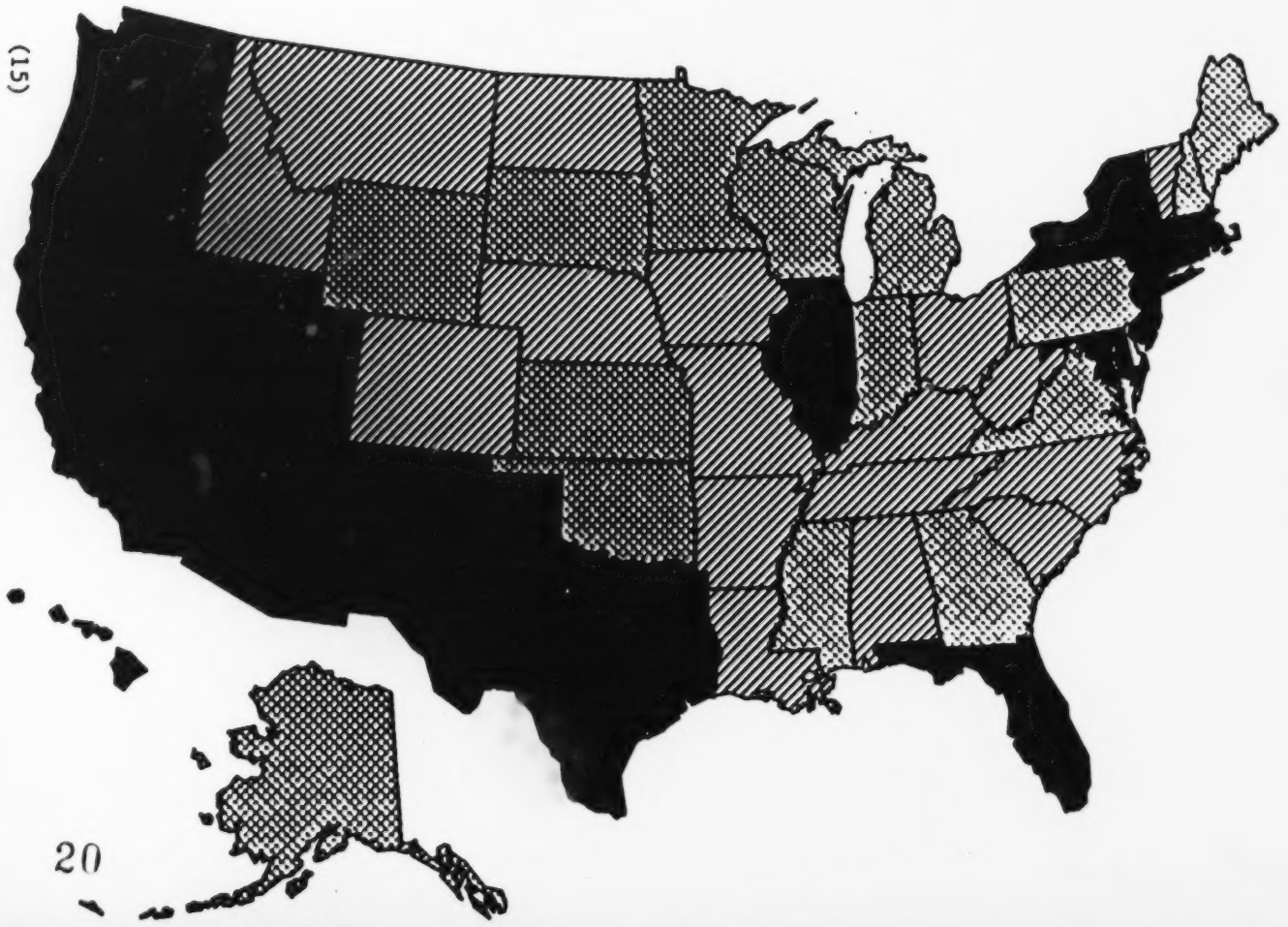
TEN STATES WHERE ESL ENROLLMENT EXCEEDS 48% OF THE STATE'S TOTAL ABE ENROLLMENT PROGRAM YEAR 1985-86



SOURCE: DIVISION OF ADULT EDUCATION

CHART 3

ESL PERCENTAGE OF ABE ENROLLMENT PROGRAM YEAR 1985-86



Percentages

- 1.6 to 11.4
- 11.4 to 36.3
- 36.3 to 87.1

(15)

October 20, 1987
Seminar 3-Competency-Based Es
Facilitator-Bill Bliss
Presenters: Inaam Mansoor,
Beverly Brewer Irons,
Peter Neal, Hayib Sosseh

NORTHERN VIRGINIA/METRO REFUGEE TRAINING PROGRAM

(Program Summary)

A unique partnership between three Northern Virginia jurisdictions and the Washington Metropolitan Area Transit Authority (WMATA) was formed this year to provide special services for local refugees. The Arlington County Bureau of Labor and Training, the Fairfax County Department of Manpower Services, and the Alexandria Office of Employment and Training applied for and received State grant funds for a preemployment training program designed to increase the employability of "hard-to-place" refugees who are in the Targeted Assistance Program. The objective of the program is not only to assist the participants in securing employment, but also to offer opportunities for upward mobility and economic self-sufficiency.

A ten-week training program has been developed and will be repeated four times during the ten-month contract period for classes of 12-14 trainees. Training is provided jointly by the Project REEP (Arlington County), Refugee Family Service (Arlington), Employment Training Program (Alexandria), and WMATA (Metropolitan District of Columbia area). REEP has had primary responsibility for the development and delivery of classes on Vocational English as a Second Language; Family Services provides counseling and cross-cultural adjustment training; the Employment Training Program is responsible for technical training that provides an introduction to maintenance and basic building trades; and WMATA's training focuses on employment in the transit and related industries.

Although all components of the program are vital to its success, VESL instruction comprises the most significant portion of time. The goal of curricula developed for this component is for trainees to develop the ability to use target language to apply for, maintain, and progress in a job at a transit company or in a related field. Also, the program was designed to create an awareness of the basic related language and conversational conventions among transit workers. The major content areas included the application process, transit, job performance, and job site. The cross-cultural, technical, and WMATA training segments were designed to support this basic training design and to provide opportunities for applying learnings from VESL instruction.

The program began in May, and we soon will graduate the second class of trainees. Two trainees have been employed--one with a local transit authority and the other as an automobile mechanic. Additionally, approximately thirty applications have been filed with WMATA, and it is anticipated that several applicants soon will be tested and/or interviewed for positions as entry-level mechanics.

This program is serving as a kind of pilot test for this unique public-private partnership in training and service. Although more than half the contract period remains, there have been significant learnings that have resulted in revisions to the current program and will serve to produce better programs if similar efforts are attempted in the future. Some of these learnings include:

- Revisions to curriculum design that reduces the amount of WMATA-specific material and broadens the application of learnings.
- Closer integration of training components to ensure reinforcement of learnings without duplication of content and activities.
- Roles of different organizations and training components must be very clearly defined prior to the onset of the program.
- Because of the bureacratic nature of large employers, it would be advantageous to begin that segment of the effort significantly earlier than implementing the training program.
- Extend the evaluation period to at least six to twelve months beyond the training period to fairly evaluate the effectiveness of a job training and placement effort.

Presentation by
Lynne Weller &
Patricia M. Keeton

MARYLAND ADULT PERFORMANCE PROGRAM (PROJECT MAPP) IMPLEMENTATION PLAN

Introduction

The Need

Nearly three in every ten adults in Maryland have not completed high school, 1980 census data reveals. Half of this group — almost half a million people — finished eight years or less of schooling. The Maryland State Department of Education (MSDE) annually funds programs to serve about 30,000 of these citizens in Adult Basic Education (ABE) activities and English as a Second Language (ESOL) classes in each of the state's 24 subdivisions. Among those served, 22 percent have less than the equivalent of a fourth grade level education. These are the adults who cannot read, write or compute in the simplest of situations. Left without help, they are condemned to life at a subsistence level.

Since most of these adults do not see the educational route as the answer to their problems, returning to an educational setting takes courage and commitment. They arrive in class with fears and uncertainties. Because of these uncertainties, the classroom environment must be supportive and structured to meet their adult needs.

The Background

Funding is a critical factor in the delivery of ABE programs. Federal funds support each student in the amount of $46.33 a year. Local support averages $78.59 per student. There is no room for waste. Programs must be carefully targeted to achievement levels and must be of a quality and content that responds to adult students' needs offering skills that can be immediately applied in their daily lives.

Research shows that competency-based instructional processes are appropriate for adults because it provides a means to establish a learning environment responsive to the students' needs and is one that ABE teachers and administrators can readily implement. The Adult/Community Education branch (ACE) of MSDE is thus committed to this process.

As a foundation for Competency-Based Adult Education (CBAE), Maryland's ABE administrators participated in the development of Maryland's ABE philosophy. The initial draft was written during the 1984 Summer Conference with ABE administrators who had participated in previous CBAE events, then taken to the Adult Education Advisory Committee for refinement. The Maryland Association for Adult, Community, and Continuing Education and remaining ABE administrators endorsed this philosophy. The mission reflects the rights of ABE students and the responsibilities of the service deliverers (Figure 1).

Figure 1

MARYLAND'S ADULT BASIC EDUCATION MISSION

The Maryland State Department of Education (MSDE), Adult/Community Education Branch, supports the right of adults to acquire the basic and functional skills needed to enhance their productivity and independence as members of society. In order to make this right a reality, MSDE supplies financial resources, guidelines, and technical assistance to service providers of adult basic education throughout the State to offer classes and other services for adults in need of gaining basic/functional skills. Competency Based Adult Education (CBAE) provides the means to accomplish this mission. The CBAE process contains all the integrated components of sound programming: stated learning objectives, diagnosis of strengths and weaknesses, instruction based on identified needs, and assessment based on stated learning objectives. Therefore, to facilitate student acquisition of these skills in the most effective and timely manner, MSDE endorses the use of a competency based process in all adult basic education programs. In support of MSDE's mission, Maryland adult educators believe:

ADULT LEARNERS HAVE THE RIGHT TO:	THEREFORE, MARYLAND ADULT BASIC EDUCATION PROGRAMS WILL PROVIDE STUDENTS WITH:
obtain adult basic education services.	opportunities to attend instructional programs.
have appropriate placement within an instructional program.	a formal system of assessment of student's strengths, weaknesses, and needs.
receive counseling.	appropriate information, guidance, and referral.
select skills and competencies that they want to learn.	an instructional program based upon stated learning objectives supporting student goals and interests.
choose from alternative instructional methods.	multiple instructional methods.
learn at a pace comfortable for them.	self-paced learning.
acquire skills and competencies needed to function in society.	programs which meet changing societal conditions.
receive verification of learning.	a system of evaluating and reporting student progress.

ABE Programs will provide students with programs that assist adults in acquiring the basic functional skills needed to enhance their productivity and independence as members of society. Since CBAE provides the means to accomplish this mission, MSDE endorses the use of a competency-based process in all ABE programs. In order to effectively implement this learning process in the classroom, program managers must recognize that certain program elements as they relate to the activity flow of students need to be in place. Project MAPP advocates twelve student related activities within the three program components of INTAKE, INSTRUCTION, and EXIT. However, it must be noted that local programs need to determine which activities they can realistically provide. Chapter III (STUDENT ACTIVITY FLOW) discusses extensively these twelve activities by providing a rationale for the activity, a description of the activity, and an evaluation checklist to determine the extent of effective implementation. The following is a flowchart that presents these three program components (INTAKE, INSTRUCTION and EXIT) and the recommended activities within each component. It is important to note that it is the intent of the flow of activities to afford each student the opportunity to move linearly through each activity to the EXIT activity of a successful completer. However, the two other EXIT activities of referral and withdrawal have the possibility of occuring before, during, or after any other activity.

PROGRAM COMPONENTS

PHILOSOPHY/PROGRAM PURPOSE

TIME FLEXIBILITY

STAFF DEVELOPMENT

STUDENT RECRUITMENT

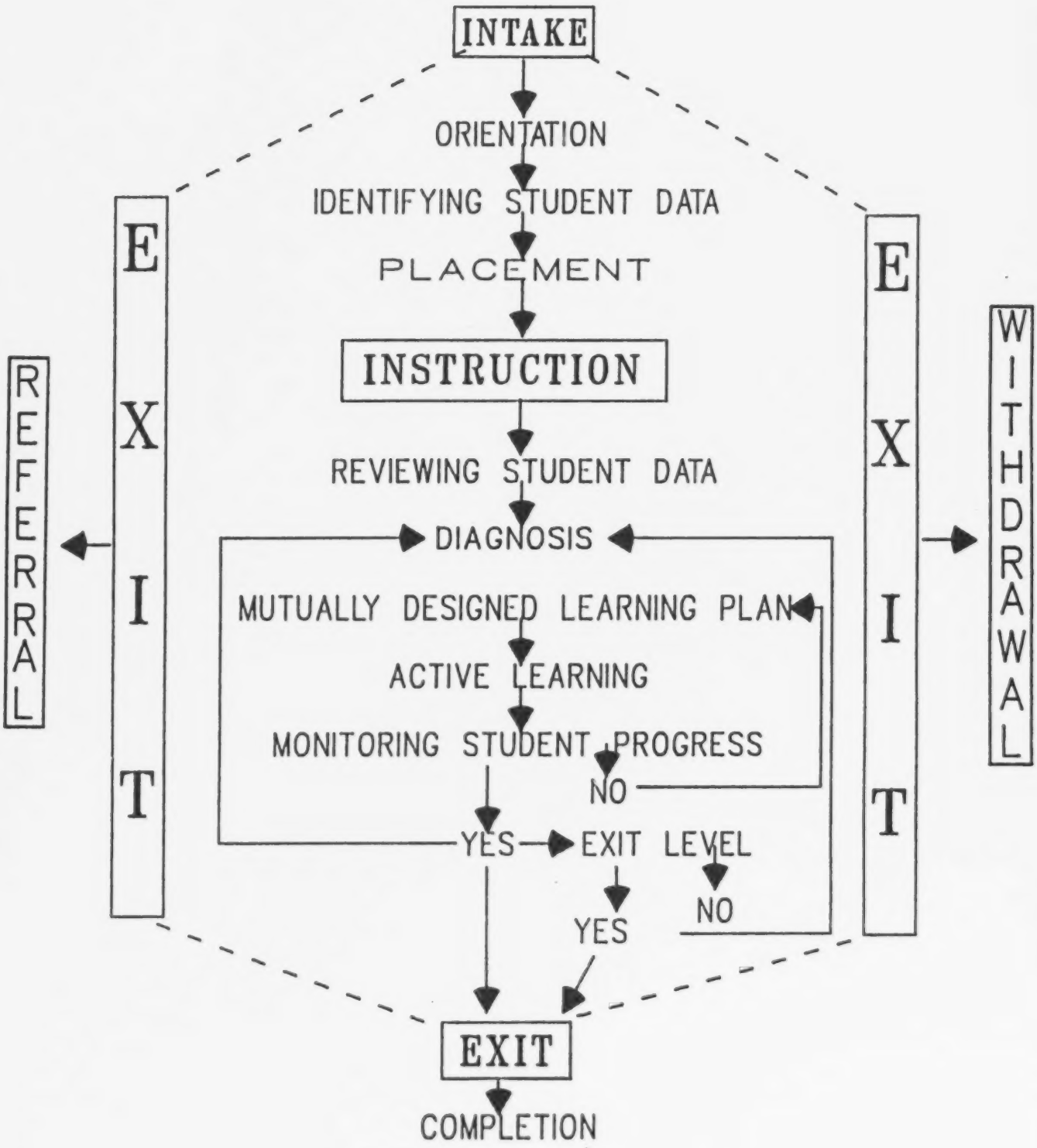
INTEGRATION OF STUDENT ACTIVITIES

COUNSELING
ASSESSMENT
RECORDKEEPING

REPORTING

EVALUATION

(20)


INTAKE
ORIENTATION
IDENTIFYING STUDENT DATA
PLACEMENT
INSTRUCTION
REVIEWING STUDENT DATA
DIAGNOSIS
MUTUALLY DESIGNED LEARNING PLAN
ACTIVE LEARNING
MONITORING STUDENT PROGRESS
NO
YES
EXIT LEVEL
NO
YES
EXIT
COMPLETION
EXIT
REFERRAL
EXIT
WITHDRAWAL

ABE STATEWIDE STAFF DEVELOPMENT PROGRAMS:
ANALYSIS OF PROGRAM DIMENSION, CHARACTERISTICS AND CONTEXTUAL FACTORS

A study was conducted in 1986-87 of statewide ABE staff development programs. The purpose of the study was to identify characteristics of these programs and models which would be useful to others wishing to design and implement similar programs. The objectives, findings, and implications for competency-based adult education are oulined below.

The objectives were:

1. To determine if the research based recommendations from general staff development literature were applicable to these programs.
2. To determine if these programs are effective staff development programs.
3. To identify common practices, characteristics, and contextual factors among these programs.

Findings:

1. These programs exemplify the research based characteristics recommended in general staff development literature. Table I summarizes these characteristics as outlined in a report by Caldwell and Marshall (1982) and illustrates their presence in the programs studied.
2. These programs are effective as defined by Fenstermacher and Berliner(1983) and illustrated by the information summarized in Table II.
3. These programs are more similar than they are different and they possess many common characteristics and contextual factors.

Examples of these are:

- Parttime teachers who have little time to participate in staff development activities.
- Programs are spread out throughout a state
- Support and commitment from the state office/department of education
- A strong staff development director who has experience and training in adult education, credibility with local directors, and a desire to improve adult education and increase the professionalism of teachers.
- Flexibility to respond to state and national initiatives and emerging needs from the field
- Constantly changing and evolving in response to input from a variety of sources and demands both in and out of education.
- Lack of sufficient funds to meet all needs and to offer incentives to teachers

Implications for Competency Based Adult Education

1. Since there are similarities between general staff development programs and those offered for adult education practitioners, the research findings emerging in the staff development literature should have some application for CBAE staff development and training.
2. The programs studied here are effective as defined by Fenstermacher and Berliner (1983), therefore, these programs and others using a similar approach should be an effective means of implementing CBAE in a state.
3. States wishing to implement an approach such as CBAE or to provide training for adult education practitioners on a statewide basis should consider these programs as models for implementation.

Submitted by: Judith Crocker, Director
Adult and Community Education
Murray School District, Murray, UT. 84107

TABLE I
DISTRIBUTION OF STAFF DEVELOPMENT PRACTICES
BASED ON CALDWELL AND MARSHALL MODEL (1982)

	PROGRAMS				
Approach	A	B	C	D	E
Continuous programming geared to needs of bldg, program, groups of staff	+	+	+	+	+
Program includes workshops, work sessions, curriculum development	+	+	+	+	+
Purpose					
Maximize effectiveness through provision of support and informational/skill program for teachers and administrators that meet both institutional and individual needs	+	+	+	+	+
Governance/Leadership					
One individual administers program as a full-time responsibility	+	-	-	-	+
An advisory committee consisting primarily of program participants	-	+	-	+	+
Administrator acts as participant advocate with background in administration, staff development, and curriculum	+	+	+	+	+
Typical Needs Assessment					
Done in several steps with bldg. (program) review of student, teacher, community and other information	+	+	+	+	+
Bldg. needs are translated into goals	+	+	-	+	+
Staff are surveyed to determine goals, priorities, strengths and weaknesses, and staff inservice priorities	+	+	+	+	+
Organizational/Planning					
High degree of involvement by individual participants in planning & conducting activities	+	+	+	+	+
Participants have input via bldg. goals and action plans, formalized needs assessment, advisory committee members or peers conducting programs.	+	+	+	+	+
Content/Method of Delivery					
Informal-formal programs, single & multi-session released time, and after school	+	-	-	-	+
Internal district staff expertise when appropriate	+	+	+	+	+
Large variety of programs to fit bldg.& individual needs	+	+	+	+	+
Emphasis on hands on activities, group discussion and experiential learning	+	+	+	+	+
Programs based on specific behavioral type objectives	+	+	+	+	+
Evaluation					
Process approach "happiness scale" participant written feedback	+	+	+	+	+
Product evaluation by monitoring bldg. individual changes. Pre & post test data	-	-	-	+	-
Case study research to follow up impact	-	-	-	-	-

Caldwell, S.D. and Marshall, J.C. "Staff Development - Four Approaches Described, Assessed for Practitioner, Theoretician." NASSP Bullletin, Vol. 66, No. 451, 25-35, Feb., 1982.

TABLE II
CHARACTERISTICS OF EFFECTIVENESS OF STAFF DEVELOPMENT PROGRAMS
BASED ON FENSTERMACHER AND BERLINER MODEL (1983)

	PROGRAMS				
General Plan	A	B	C	D	E
Does it specify activities designed to change teachers' thinking or behavior?	+	+	+	+	+
Is it clear enough to use mapping sentence*	+	+	+	+	+
Are participants clearly specified	+	+	+	+	+
Worth					
Is it compatible with an educational theory?	+	+	+	+	+
Is it morally appropriate	+	+	+	+	+
Is there concern for evidence**	+	+	+	+	+
Merit					
Does it appear sensible?	+	+	+	+	+
Does it allow for variability?	+	+	+	+	+
Are incentives appropriate?	-	-	-	-	-
Provision for maintenance?	-	-	-	-	-
Success					
Are objectives clearly stated?	+	+	+	+	+
Is the instructor an effective teacher of adults?	+	+	+	+	+
Are the needs, interests, and abilities of the recipients taken into account?	+	+	+	+	+
Is the content of the activity applicable to the recipients' work setting?	+	+	+	+	+
Is time allocated for recipients to comprehend, practice, master, and apply the content provided?	-	-	-	-	-

*"Staff development activities may be internally proposed or externally imposed, in order to effect compliance, remediate deficiencies, or enrich the knowledge and skills of individual teachers or groups of teachers, who may or may not choose to participate in these activities."

** This refers to the provison for gathering evidence during and after an activities implementation.

Fenstermacher, G.D. and Berliner, D.C. A Conceptual Framework for the Analysis of Staff Development. Rand Corp., Santa Monica, CA., 1983.

ELEVENTH ANNUAL CBAE NATIONAL CONFERENCE

Adult Education in Business and Industry

by
Judith A. Alamprese
COSMOS Corporation

The national attention on illiteracy, spirited by the PLUS campaign, has prompted businesses across the country to consider the ways in which they can become involved in combating the problem. This involvement has been primarily of two types. First, businesses have contributed financial and in-kind services to adult basic education (ABE) and literacy programs. Second, companies have participated in the direct provision of literacy services, by providing space and release time for employees either to tutor or to be tutored. As well, a number of businesses have sponsored instructional programs in conjunction with local adult basic education agencies.

This presentation describes the major efforts that businesses are undertaking to improve the literacy and basic skills of adults. Also highlighted are strategies that can be used by adult education service providers to foster business and industry support of educational programs.

Support Services

Historically, the corporate sector has supported elementary and secondary-level educational programs by contributing financially to the operation of special projects. This practice has been expanded to include adult basic education and literacy programs, such that corporations are making direct grants to these programs to cover costs not only for special efforts, but also for ongoing program operation. For example, many literacy service providers are using the financial assistance they receive from business and industry to buy materials and equipment, as well as to pay for staff salaries.

In addition to providing financial support, corporations are donating both human and material resources to ABE and literacy programs. Corporate employees, with expertise in fields such as

accounting and public relations, are helping literacy programs in financial management and adult learner recruitment. As well, corporate executives are speaking at conferences and community meetings in an effort to raise awareness about illiteracy, and to encourage their colleagues' support of adult education activities.

Businesses also are assisting literacy programs through their donations of equipment, furniture, office supplies, and services. For example, companies have loaned or given literacy programs used office equipment, such as computers and copier machines. In addition, businesses have provided services free of charge to ABE and literacy programs, including printing materials and distributing promotional items on behalf of literacy.

The financial and in-kind corporate assistance that is being given to ABE and literacy programs has helped both to sustain program operations, as well as to extend the capacities of these programs to serve adult learners who are in need of literacy and basic skills instruction.

Direct Services

A number of corporations across the country have been involved in the direct provision of adult basic services, either by encouraging their employees to serve as literacy tutors, or by offering industry-based adult basic education and literacy programs. The PLUS campaign, through the work of local community PLUS task forces, has prompted business and industry to take an active role in raising awareness about illiteracy, and in facilitating the delivery of literacy and basic skills services. Illustrative activities undertaken by the corporate are described below.

Tutoring. Companies have varied in the extent of their involvement in tutoring programs. Some have advertised the availability of literacy tutoring services, and have encouraged their employees to participate as tutors or as adult learners by giving them release time. Others have sponsored training for volunteers on their premises, and have provided space for tutoring sessions. An example of

one company's commitment to combating illiteracy is that of the Bangor, Maine Daily News, which has instituted a literacy hotline on its premises. Callers into the hotline are referred either to a local literacy or adult basic education program, depending on the caller's need.

Classroom Instruction. In addition to supporting volunteer tutoring programs, companies increasingly are sponsoring classes with basic skills components as part of their corporate training programs. While companies continue to encourage employees to attend local adult basic education programs, many are finding it beneficial to become more directly involved in the provision of instructional services. For example, the Mariner's Inn on Hilton Head Island, South Carolina is working with the Beaufort County Literacy Council and the county's adult basic education program to provide classes in grammar and speaking. The literacy council and adult basic education program staffs are designing the curriculum and teaching the classes, which are held at the Inn. Another example of corporate involvement is the program sponsored by the Los Angeles Times, which has held on-site classes for its employees in business English. In both instances, the companies have chosen to offer classes that are not labeled as basic skills, in an attempt to encourage their employees' participation.

Companies also are beginning to consider innovative arrangements for organizing basic skills classes. In an attempt to assure anonymity for their employees, companies are sponsoring instructional programs that are held on another company's premises.

Summary. Regardless of the form of corporate involvement in literacy and basic skills instruction, each of the efforts has increased the opportunities for adults to improve their skills and, in some instances, advance in their jobs. In designing these programs, several issues should be considered. The type of program--tutoring or classroom instruction--to be offered should be determined based on the needs of the adult learners in the setting. While some learners feel comfortable in classroom situations, others require a one-on-one instructional arrangement. The name given to the class also is

important. For some, basic skills or literacy carries a stigma--an alternative name, such as business English or communication skills, would be received more positively. Finally, attention should be given to the location of the program, so that participants who desire anonymity can have this need met.

Building Linkages

Literacy and adult basic education staffs have been creative in their efforts to attract the support of business and industry. For example, the PLUS campaign has helpd to increase the opportunities for education representatives to meet with corporate executives and discuss their involvement in literacy and basic skills services. As a result of these contacts, adult education program staffs have approached personnel and training directors, to ask their assistance in recruiting adult learners or to encourage their participation in the delivery of services.

A particularly effective technique has been the peer-to-peer transfer model that has been used by some educators. For example, the State Superintendent of Education in Rhode Island contacted the presidents of local companies to invite them to attend a conference on business-education literacy efforts. This peer-to-peer strategy has been successful in attracting the attention of corporative executives to the literay issue, as well as in generating support from various sectors in the education community.

A critical component in building linkages is the clarity of communication between educators and industry representatives. Educators have found success when they have presented business and industry with specific options for their involvement in combating illiteracy. As well, the options presented must be ones that are viable for the company, and that meet the needs that have been identified by the company. When these conditions are met, the likelihood of building a mutually beneficial linkage between an adult education program and business is increased greatly.

HISTORY OF CBAE: PART ONE

by John Boulmetis

The following rendition of the history of the Competency-Based Adult Education movement is based upon the recent discovery, in a cave, twenty miles outside of Austin, Texas, of what biblical scholars are calling the **"DEAD C-B SCROLLS"**. Several of these scrolls recount the history of CBAE specifically. A translation of these scrolls indicates that CBAE came into this world as follows.

In the beginning there was the Earth, the sky and illiterate adults. The Lord looking down on this scene said " This ain't good" So He created the **Measily Adult Education Act of Nowadays (MAN)** . The **MAN** wandered through his world helping those less fortunate than himself but doing it with little guidance, little successes and littlier satisfaction. The Lord looked down on this situation, saw the frustration in **MAN**'s face and said "This Ain't Good Either" (you see the Lord was kind of illiterate also - but there was no one around up top to help Him). So the Lord thought and thought what he could do to help **MAN** to better work with these illiterate adults and finally came up with a brainstorm. He created **Competency-Based Adult Education (WOMAN)** to help him in his toils. The **MAN** with **WOMAN** began doing many great things in the garden all for the profit of these illiterate adults and no profit of their own. You see, the Lord told them up front that they were not to get rich on their helping of illiterate adults. But He did tell them that they could have and use any of the resources from the garden to help in this endeavor, except not to pick any resources from the **PRIVATE SECTOR TREE** which was located in the middle of the garden.

Now one day **WOMAN** was in the middle of the garden and the devil (in the guise of a publisher) tried to convince her to help herself to some of the resources from the private sector tree. He said "Go ahead and try them. You'll find them tasty, easy to use and very easy to swallow". And she did. Then she convinced **MAN** to do the same arguing that they could do so much more for their illiterate adults if they had these extra resources. And he did. Well, that's when all hell broke loose. The Lord kicked them out of the garden, drastically reduced the resources He provided to **MAN** and almost totally cut off all resources to **WOMAN**. (He couldn't completely cut them

off. After all, they were His creation and besides, what would people say?) He therefore cast them out and told them to make it on their own. Thus so they started scrounging resources here and there. Trying to help these illiterate adults with whatever they could wrestle from whomever.

Well, times were tough but as things would have it, the **MAN** and **WOMAN** did find some time on their hands and started messing around . Before long they had a couple of kids to help them - **APL** (which was short for ABEL) and **CAIN** which was short for (ETS/What Adults Read) Things now really started going well because between all four of them they seemed to have things well in hand and were the talk of the land. But, as fate would have it there was some jealousy between the brothers and **APL** slew **CAIN**. Well, the Lord got so angry at **APL** that he not only cast him out like he did to his mother and father before but took away all of his resources. He told him that from this point on he could go through the world and no one would harm him but he would have one hell of time convincing someone to give him resources and an even harder time seeing the fruits of his labors. The Lord must have been referring to **APL**'s work serving these illiterate adults when He refered to the "fruits" because **APL** saw a lot of other fruits of his labors.

You see, **APL** took a mate and he begat **NYHSD**, and **NYHSD** begat **Life Skills**, and **Life Skills** begat **CASAS**, and **CASAS** begat **FIST**, and **FIST** begat **CAP**, and **CAP** begat **MAPP**, and **MAPP** begat **CLASS**, and **CLASS** begat **CCP**, and **CCP** begat **VELT**, and **VELT** begat **CORVUS**, and **CORVUS** begat **ISAM**, and **ISAM** begat **JCARP**, and **JCARP** begat **EDP**, and **EDP** begat **ACE**, and **ACE** begat **PLACES**, and **PLACES** begat **CASAS-CDER**, and **CASAS-CDER** begat **TCAP**, and **TCAP** begat **CAPS**, and **CAPS** begat **NOAH** (aka the National Diffusion Network or **NDN**).

Well it seems that during all this begatting there was also a lot of evil goings on across the land. I guess that damn publisher was at it again. All these folks, whose life's work it was to help the illiterate adults, started fighting with each other, and calling each other names, and making up stories about one another, and telling lies about their effectiveness. It was really a pretty ugly scene. It was about at this time that the Lord got pretty **FED** up and decided to get rid of the **LOTT** and start over with a whole new group. However, He did have one favorite. This was **NOAH**. So he told **NOAH** to build and ark and name it after his alias - **NDN**. Now into this **NDN** he was to bring only hand picked folks like **CASAS, ACE, FIST,**

JCAPP, EDP and **CLASS** and an assortment of other animals - ah people to help populate the land after the great catastrophe. Well this catastrophe was a doozy. It was something called a **RECISION** and it effectively got rid of all these other people who were not on the **NDN** ark (there were some people who called the ark a bandwagon). Well the **NDN** floundered around for awhile trying to find some direction and came to rest on **MT. JDRP**. When the skies cleared and the recision was over, all the people in the **NDN** went down the **JDRP** path and started helping these illiterate adults again.

Well these selected decendents of union between **MAN** and **WOMAN** scattered to all parts of the land and started doing there thing on a tribe-by-tribe basis? (Or was it a state-by-state basis?) Now there were scattered stories of heroics and noble deeds during these times, such as the person from Arkansas who toppled the walls of the evil city of Jericho by singing western songs with the help of his friend from Texas who made up the song titles, and the destruction by the Lord of the two powerful warring cities named **NY MODEL** and **CAMBRIDGE MODEL** because they became to self- serving, expending more energy in battling one another than in serving the illiterate adults, and the loss of the Lords favor by **KING JIM** when he coveted another man's woman (often), and the defeat of the powerful **PAUL** when the evil temptrest cut his hair (or was it his travel monies), and let us not forget the symbolic defeat of the mighty giant **CT. BUREAUCRACY** by the little shepard boy **MARK**.

All of these feats were but an example of how hard these people all worked to further develop the original thinking of their forebears - **MAN** and **WOMAN** into an art form. But soon this art form became an end in itself and to this art form they started building monuments and icons. Thus they soon fell prey to enslavement. This slaverly was in the form of designing materials that were publishable or sellable, and developing programs that were replicable and results that were measurable and formats that were standardized. The Lord didn't like that so He sent His ace troubleshooter **MOSES** who he also called **ACE UNIT** into this situation to free His people and bring them out of this slaverey and into the Promise Land where they could again be free to practice the way they wanted and see the illiterate adult as the center of the universe.

Well, to make a long story short, **ACE UNIT** was successful in freeing this group (or most of it) from the aforementioned slavery, got them working together as a group and sharing resources but it was never really

successful in helping the group find the Promise Land. However, now that the beloved Queen of **CBAE, ELAINE**, has ascended to the throne of all **MAN**'s some of us believe that we may still get there.

In any case, thus, today we, the decendents of the union between MAN and WOMAN continue to practice our trade of helping illiterate adults. However, the curse of **APL** is still with us so we still must function with limited resources (except for those of us who have fallen prey to picking from the **PRIVATE SECTOR TREE**), a little bit of central leadership and guidance, but we can be proud to exist with whole lot of **HISTORY**.

AMEN!

Voyage of the C-Beagle

by John Boulmetis

After the earth had formed from a steaming mass of gases, life appeared. Now much of the life that appeared was illiterate so a whole series of **Hairy ABEs** evolved to help these poor illiterates.

Well, these **Hairy ABEs** monkeyed around with these illiterate creatures for several years with little direction until one day a **Monolith** was discovered by some of these **Hairy ABEs**. (graphic)

The message of this **Monolith** was clear to some of these **Hairy ABEs** and they began dealing with the illiterate creatures in a totally different way than their other peers who did not see or appreciate the **Monolith's** message. Well, these enlightened **Hairy ABEs** began evolving, as did all **Hairy ABEs**. The unenlightened **Hairy ABEs** continued doing the same old stuff, monkeying around with the illiterate creatures, jumping from one tree to another as soon as the bananas were all gone.

But the enlightened **Hairy ABEs** evolved into **Hairy CBAEs**. These individuals evolved a superior intellect and learned how to plant and nurture resources for themselves instead of waiting for

some higher source to provide it for them.

As the development of **Hairy CBAEs** transpired, anthropological evidence tells us that there were a number of evolutionary stages.

There was **Astralopithicus CASAS** which ruled for some time but then evolved into **Neanderthal FIST**. However, **Neanderthal FIST** was an awkward creature which quickly evolved into **Cromagnon EDP**. **Cromagnon EDPs** are still with us today in many ways but a mutation from them became **Homo Sapien ACE** which is the predominant species among the **Hairy CBAEs** today.

This **Hairy CBAEs** species has grown and flourished but the **Hairy ABEs** are still prevalent even though their processes are still rather crude and disjuncted. Yet the **Hairy ABEs** are powerful and have more resources. They do not have to waste time and energy nurturing their own resources - it is provided for them by a higher source.

The **Hairy CBAEs**, however, must be more creative in securing resources. Even though it is well established and accepted that the **Hairy CBAEs** way of working with illiterate adults is superior to that of the **Hairy ABEs**, because of insufficient resources the **Hairy CBAEs** often have to disguise themselves as **Hairy ABEs** to steal their resources.

The interesting thing that sets the two apart is that the **Hairy ABEs** are rather selfish and all hog the resources they get. The **Hairy CBAEs**, on the other hand, are rather generous and share whatever resources they get with other **Hairy CBAEs**. In fact, they meet once a year at something called a conference to ritualistically share these meagre resources and ideas for stealing more resources from the **Hairy ABEs**.

There are a number of predators who feed upon both the **Hairy ABEs** and the **Hairy CBAEs**. However, these predators (a.k.a., publishers) like the **Hairy ABEs** better because since they have more resources, they are usually fatter.

The **Hairy CBAEs** are usually much leaner so that only a few predators come after them - usually those who can appreciate a good mind as opposed to a full pocket.

Well, the two groups have both grown and progressed in their own ways to today. But one thing still separates them spiritually. The **Hairy ABEs** are still waiting for some savior, some guru to come and show them the "way" to serve illiterate adults. The **Hairy CBAEs** found the **Monolith** which set their direction and motion many years earlier.

Thus the **Hairy ABEs** keep jumping from one banana tree to the other looking for resources and nourishment and taking on the characteristics of that tree for camouflage while the **Hairy CBAEs** follow a set course, looking only for ways and means to better serve illiterate adults.

And that's the truth ---

TUESDAY

1:00-2:30 pm **OPENING SESSION**

"The Market for CBAE"
EMBASSY A Room

Presenters: Patty Keeton, Judy Alamprese, Ruth Nickse, Bud Pues, and Pat Rickard

Panelists will explore opportunities open to CBE practitioners through new legislation, the literacy movement, parenting programs, special education, and employability programs.

2:30-3:00 pm **BREAK/INFORMAL INTERACTION**

3:00-5:00 pm **CONCURRENT SEMINARS**

1. ***Adult Secondary Education***
   EMBASSY B

   Presenters: Doug Whitney, Joellen Bruce, Florence Harvey, Ron Lemay, Ron Harrison

   Facilitator: Ron Lemay

   This seminar will discuss the variety of ASE models that have been developed in recent years, including CASAS, GED Preparation, Alternative High Schools, External Diploma, Adult Performance Level, and the Connecticut Model.

2. ***Applied Basic and Life Skill Programs***
   EMBASSY A

   Presenters: Patty Keeton, Lynne Weller, AndyTyskiewicz, and Betty Singer

   Facilitator: Jane Zinner

   Statewide management systems in Maryland, Connecticut, and Florida will be presented and discussed in this seminar.

3. ***Competency-Based ESL***
   EXECUTIVE Room

   Presenters: Joyce Campbell, Lynn Savage, Inaam Mansoor, Beverly Brewer-Irons, Peter Neal, Hayib Sosseh

   Facilitator: Bill Bliss

   This session will address ESL trends, innovative projects on the west coast, and a regional VESL project involving the transit industry.

6:30-9:00 pm **ACE AWARDS DINNER AT TRADER VIC'S**

This famous Polynesian restaurant is the setting for our annual awards event. A special feature this year will be Professor John Boulmetis' revisionist treatment of "The History of the World".

WEDNESDAY

9:15-9:45 am **GENERAL SESSION**
Continental Breakfast Buffet at 9:15 am

Report on the Seminars
EMBASSY A

9:45-11:30 am **CONCURRENT SEMINARS**

1. ***Innovations in Staff Development***
   EMBASSY A

   Presenters: Judy Crocker, John Tibbetts, and Wayne Haverson

   Facilitator: Marc Potish

   The seminar will include results of a study of statewide staff development programs, California CBAE training, and research on Oregon's Talent Bank process.

2. ***Adult Education in Business and Industry***
   EXECUTIVE Room

   Presenters: Judy Alamprese, Bill Bliss, John Boulmetis, and Renee Lerche

   Facilitator: John Creighton

   Discussion will focus on the impact of Project PLUS, ESL in the workplace, competency-based vocational education, and employment literacy policy issues.

3. ***National External Diploma Council In-service***
   CAPITOL Room

   Facilitator: Florence Harvey

11:30-Noon ***ACE Unit Business Meeting***
EXECUTIVE Room

Chair: Jim Parker

All ACE members and would-be members are invited to attend. Membership, budget, publications, awards, and future conferences will be discussed.

ACE SPONSORED SESSIONS at the AAACE Conference

THURSDAY

11:00 am **Competency-Based ABE Curriculum**
Betty Singer

2:00 pm **Teaching Improvement Process (T.I.P.)**
David Hemphill

FRIDAY

1:30 pm **Assessing Life Experience**
Joan Abeshouse-Grossman, Florence Harvey, Others
Seven Special Projects
Jim Parker

3:00 pm **Where Did All The Students Go?**
Cuba Miller, Others

4:15 pm **Empowering the ESL Professional**
Inaam Mansoor, Others
Evaluation of Project Literacy U.S. (PLUS)
Judy Alamprese

SATURDAY

9:00 am **Designing State Policy**
Ron Harrison, Others
Integrating Basic and Life Skill Learning
Janet Niblock, Others
Preparing an Adult High School Curriculum
George Woodward
CBAE in Washington State
Bill Sperling, Others
Decision-making Skills
Louvenia Gafney

11:00 am **Pre-employment Programs**
Ardis Breslauer
Data for ABE Programs
Pat Rickard, Others

2:00 pm **Cooperative Learning**
John Tibbetts
Assessing the Impact of ESL Staff Development
Lynn Savage, Others

3:00 pm **ESL Program Improvement**
Autumn Keltner
Critical Thinking Skills for GED
Caren Van Slyke

ACE EXHIBIT

WEDNESDAY, OCTOBER 21

- 2:45-3:15 pm—
  Introduction to CBAE
  Florence Harvey and Janice Falls
- 3:30-4:00 pm—
  Competency-Based ABE in Florida
  Betty Singer

THURSDAY, OCTOBER 22

- 11:00 am-1:00 pm—
  CBAE Video Show
- 2:00-2:30 pm—
  External Diploma Programs
  Florence Harvey

FRIDAY, OCTOBER 23

- 11:00-11:30 am—
  Project REEP
  Inaam Mansoor
- 2:00-2:30 pm—
  Competency-based Special Education
  Bud Pues